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A WORKING CONFERENCE ON POST-BACCALAUREATE EDUCATION.

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THE PRINCIPAL OBJECTIVE OF THIS CONFERENCE ON POST-BACCALAUREATE EDUCATION WAS TO DEVISE MEANS BY WHICH THE MAJOR COLLEGES AND UNIVERSITIES CAN INCREASE SIGNIFICANTLY AND IN SHORT TIME THE OPPORTUNITIES FOR GRADUATE EDUCATION. THE CONFERENCE WAS CENTERED MAINLY ON THOSE ABLE GRADUATES WHO WOULD NORMALLY BE TURNED AWAY BECAUSE OF INADEQUATE PREPARATION AND/OR MOTIVATION. AMONG THE 33 PARTICIPANTS WERE ADMINISTRATION AND FACULTY MEMBERS FROM MAJOR UNIVERSITIES HAVING OR PLANNING COOPERATIVE PROGRAMS WITH PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES, PRESIDENTS AND DEANS OF PREDOMINANTLY NEGRO INSTITUTIONS, REPRESENTATIVES OF PRIVATE AND GOVERNMENT AGENCIES, AND CONSULTANTS. THE PROBLEM IS ESPECIALLY ACUTE IN THE SMALL, PREDOMINANTLY NEGRO COLLEGES. CONFERENCE PROCEEDINGS ARE DEALT WITH IN FOUR REPORTS--(1) THE CONCEPTS OF POST-BACCALAUREATE EDUCATION, (2) RECRUITMENT AND SELECTION OF STUDENTS, (3) STANDARDS, COUNSELING, AND INSTRUCTION, AND (4) GRADUATE SCHOOL LIAISON, ADMINISTRATION, AND FINANCING. (JC)

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A WORKING CONFERENCE ON POST-BACCALAUREATE EDUCATION

Cooperative Research Project No. F-067

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Providence, Rhode Island

1964

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1. OBJECTIVES AND ASSUMPTIONS OF THE CONFERENCE

A Conference on Post-Baccalaureate Education was held at Brown University, Providence, Rhode Island, on August 21 and 22, 1964. Its principal objective was to devise means by which the major colleges and universities can increase significantly and in a short time the opportunities for graduate and professional education for able college graduates who would normally be turned aside by the barriers of inadequate preparation and/or motivation.

The Conference was organized by Brown University and supported in part by a grant from the U. S. Office of Education. The 33 participants met as a single group in four successive conference sessions. The participants included faculty and administration representatives of major colleges and universities that now have working relationships with smaller colleges; graduate and professional school deans; presidents and deans of predominantly-Negro colleges; representatives of private foundations and government agencies; and consultants in such relevant fields as sociology, psychology, and educational testing.

The Conference explored the nature and function of "post-baccalaureate" education; procedures for the recruitment and selection of candidates; questions relating to academic standards, counseling, and instruction, and such problems as liaison with graduate schools, administration and financing.

Corollary objectives were (a) to develop ways of generating data relevant to the evaluation of post-baccalaureate programs, as well as to associated dimensions of educational research, such as motivation and level of aspiration; and (b) to devise a system for the regular exchange of information and data among institutions participating in post-baccalaureate programs.

The basic assumptions that informed the Conference were the following:

(1) The changing nature of American society, especially relative to labor force composition and training, necessitates a significant increase, in a short time, in the production of individuals with graduate and professional school education.

(2) Significant numbers of capable young people have not been able to continue their education beyond the undergraduate level because of various barriers: economic, social, cultural, educational, and/or psychological.

(3) While the problems of poverty, of poor primary and secondary school education, of lack of motivation, and of individual and institutional cultural and educational lags and lacks, especially in undergraduate preparation, affect an absolutely larger number of students in small, predominantly-white colleges, these problems are especially acute in the small, predominantly-Negro colleges. This does not mean that the smaller white and Negro colleges do not produce highly motivated and capable students who, every year, go on to graduate and professional schools without undue difficulty. It does mean, however, that there appear to be significant numbers of capable young people in these colleges who will fail to seek graduate or professional education unless special efforts are made to motivate and prepare them.

(4) The possibilities of getting significant numbers of such students into graduate and professional schools will be greatly enhanced by the establishment of some form of "post-baccalaureate" education program in the major colleges and universities.

The following four sections of this report on the proceedings of the Conference are an edited version of a verbatim stenotype transcript.

2. CONFERENCE PARTICIPANTS

Dr. Donald Agnew, Southern Association of Colleges and Schools, Atlanta, Georgia

Dr. Gustave O. Arlt, Council of Graduate Schools in the United States, Washington, D.C.

Dr. Robert T. Beyer, Professor of Physics, Brown University

Dean A. A. Branch, Tougaloo College, Tougaloo, Mississippi

Dr. Broadus N. Butler, Assistant to the Commissioner, Higher Education Projects, U. S. Office of Education, Washington, D.C.

President James Colston, Knoxville College, Knoxville, Tennessee

Dr. William E. Cope, Director, Division of Education Services, United Negro College Fund, New York, New York

Mr. Paul D. Davis, Development Office, Brown University

Dr. Otis Dudley Duncan, Professor of Sociology, University of Michigan, Ann Arbor, Michigan

Dr. G. Franklin Edwards, Professor of Sociology, Howard University, Washington, D.C.

Dean George W. Hartke, Jr., School of General Studies, Columbia University, New York, N.Y.

Dr. John Hodges, Ohio University, Athens, Ohio

President Jerome H. Holland, Hampton Institute, Hampton, Virginia

Dr. Frederick H. Jackson, Carnegie Corporation, New York, N.Y.

Dr. Francis A. J. Ianni, Director, Division of Education Research, U. S. Office of Education, Washington, D.C.

President Martin Jenkins, Morgan State College, Baltimore, Maryland

President Barnaby C. Keeney, Brown University

Dr. Joseph Kauffman, American Council on Education, Washington, D.C.

Dr. John Korbel, University of Wisconsin, Madison, Wisconsin

Dean R. Bruce Lindsay, Graduate School, Brown University

Dr. Theodore Marchese, American Council on Education, Washington, D.C.

President Benjamin Mays, Morehouse College, Atlanta, Georgia

Dr. Louis B. McCagg, Jr., Secretary, Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh, Pennsylvania

Dr. J. Erroll Miller, Lincoln University, Jefferson City, Missouri

Dr. N. Edd Miller, Assistant to the Vice President for Academic Affairs, University of Michigan, Ann Arbor, Michigan

President Samuel M. Nabrit, Texas Southern University, Houston, Texas

Dr. Harold W. Pfautz, Professor of Sociology and Director, Brown-Tougaloo Cooperative Program, Brown University

Dr. Rosemary Pierrel, Dean of Pembroke College, Brown University

Dean Edward E. Riley, Dillard University, New Orleans, Louisiana

Dr. Hans Rosenhaupt, National Director, Woodrow Wilson National Fellowship Foundation, Princeton, New Jersey

Dr. Eldridge Scales, New York State Department of Education, Albany, New York

Dr. E. F. Schietinger, Southern Regional Education Board, Atlanta, Georgia

Dean Robert O. Schulze, Brown University

3. PROCEEDINGS - THE CONCEPT OF POST-BACCALAUREATE EDUCATION.

President Keeney (Brown University), in his opening remarks, observed that in past years it had been common practice in most graduate schools to admit students on a provisional basis when there was some evidence that they were intelligent and would be able to achieve full graduate status within a year.

Mr. Keeney added that, although this system had worked extremely well in many cases, it was being dropped in most of the good graduate schools because of the pressure for admission by fully-qualified students.

"That kind of opportunity," he said, "is going to be squeezed out unless a deliberate program is developed for able people who aren't quite ready to undertake full-level graduate work. This is important to the individuals, but it is even more important for the society that needs the teachers that will be produced thereby."

Dr. Pfautz (Brown University) raised the following questions:

--How many people are involved?

--What kind of people are they?

--Is the problem largely restricted to Negroes?

The first question as to numbers involved was not answered with any precision. On the other questions, there was general agreement that the problem of inadequate preparation for graduate school involved all kinds of students in a wide variety of colleges and was by no means restricted to the graduates of the predominantly-Negro colleges.

On the last point, President Mays (Morehouse College) commented: "As proof of the fact that this isn't wholly a Negro problem, recently I had occasion to go through the Education Directory of the United States Office of Education. There you have the colleges listed, whether they are rated by the North Central, or Middle Atlantic, or the Southern Association. Then, there is a little dash, showing those that are not rated at all. There are 401 so-called white colleges in the six rating areas that have no rating at all by their regional rating boards."

It seemed to be generally agreed that there are some students who can do good work in graduate school if they are given an extra year to prepare for it, without the pressures associated with full graduate standing. Dean Hartke (Columbia University) said:

"This is the true value of the 'qualifying year.' There is a sense of relaxation and not being pushed..."

Dean Hartke spoke from his experience during the past year with eight post-baccalaureate students who had been admitted to Columbia under an agreement with the Woodrow Wilson Foundation. He said that of the six who had finished their courses, four had been accepted as regular graduate students at Columbia, one at Purdue and one at Michigan State.

At this point, President Jenkins (Morgan State College) suggested that while the problem was

certainly as broad as earlier speakers had indicated, the Conference might best concentrate on its manifestation in the predominantly-Negro colleges. Dr. Rosenhaupt (Woodrow Wilson National Fellowship Foundation) observed that in his experience "the Negro administrators are far wiser in acknowledging shortcomings than are the representatives of some of the white colleges." Dr. Schietinger (Southern Regional Education Board) added that he had found much higher motivation among Negroes than among whites in underprivileged small southern colleges.

Dr. Scales (New York State Department of Education) warned of the danger of proceeding too far on false or unexamined assumptions. He pointed out that the general record for predicting academic success is none too good, and that some students may be burdened with handicaps that are not academic.

Professor Beyer (Brown University) said that in the Brown Physics Department, where there are currently about 80 graduate students, there is a wide range in the level of preparedness of entering students. Some have done very well in their own colleges but do poorly on the Graduate Record Examination. In the first week of school, the department gives all students a diagnostic examination and adjusts their individual programs to the results of that examination.

Dr. Edd Miller (University of Michigan) said that some attention should be paid to the problem of faculty development in the colleges that were producing students not fully prepared for graduate school. He suggested that the graduate schools "don't use much imagination in the development of special programs, especially short-term programs," for upgrading students for graduate work, and for updating persons who have completed their formal graduate work. In answer to a question by Dr. Pfautz, Dr. Miller said that he believed that the faculty members of the underprivileged colleges should be included in any program of post-baccalaureate education.

Dr. Duncan (University of Michigan) asserted that one reason for the much-criticized long programs of study in the graduate schools is that "the period of study is being burdened with a lot of preparatory and makeup work before people really launch into graduate work." Students are handicapped by lack of adequate preparation in such basic subjects as mathematics and English and in such basic techniques as use of the library and the typewriter, he said.

"We ought to be talking about some of the rudimentary skills that people need," Dr. Duncan said. "I am prepared to say that a generalized cultural education is a handicap. We can put our finger on some kind of specifics for a particular line of graduate study and build these into a post-baccalaureate year, or two years, or whatever it takes."

Dean Branch (Tougaloo College) said that of the five Tougaloo students originally selected for a post-baccalaureate year at Brown last spring, only one had had any intention of going on to graduate school. He got a fellowship offer from the University of Illinois and accepted it. Dean Branch said the post-baccalaureate program should have enough flexibility to make it possible to adjust to the needs of the individual student.

President Nabrit (Texas Southern University) spoke of his experience 35 years ago with the inauguration of a graduate program at Atlanta University. Most students came unprepared for real graduate work, although their colleges at that time were not ready to admit that their preparation was inadequate. In the first year the students were encouraged to develop habits of independent study, something with which they had had no previous experience. Individual tutorial help was arranged where necessary. Most students had to master a foreign language; they had to learn how to use the library. In working with these students,

Atlanta found it most useful to form close relationships with their undergraduate colleges, to learn just what the strengths and weaknesses of those colleges were. The record of success with students who were given this special "bridge" experience was very good.

Dr. Nabrit warned against the danger of leaving a culturally-deprived student to concentrate almost entirely in his specialized field. "He may be the best mathematician that you could create, and still be culturally deprived," he said.

President Colston (Knoxville College) observed that it would be wise to concentrate efforts on improving the colleges that are now producing students who need post-baccalaureate education. One method of doing so, he said, would be through the faculty exchange program proposed in Representative Green's Exchange Professorship Bill. "It might be that we would get more students into the universities through this program than we would by getting a few to come for a fifth-year program of post-baccalaureate work," he said.

President Colston warned of two unintended possible consequences of the proposal for post-baccalaureate education. The first was that some of the colleges might not push their students as hard as they should if they knew they could still get into graduate school through a post-baccalaureate year; the second was that colleges from which post-baccalaureate students were accepted would feel that a stigma had been placed on them.

President Keeney made the following reply to President Colston: "I think you have made a very good presentation of the long-run problem, and what ought to be done in the long run. I think we are talking about what ought to be done in the short run. Until this happens, you have a frightful wastage now of able people that ought

to be remedied. You have a frightful shortage of people who can upgrade colleges. I think that for ten years or so the sort of special activity that this meeting is focused on is necessary."

President Jenkins urged consideration of what he called "the concept of variability" in considering the problems of Negro education. The predominantly-Negro institutions range from good to poor and so do the students in them, he said. There is also a great variability in the quality of graduate schools.

President Keeney said that the deans of graduate schools are well aware of this concept of variability, "but the chairmen of departments, who have a much smaller sample to deal with, don't really know it." And it is not going to be easy for the deans to enlighten the department chairmen on this point, Mr. Keeney said.

Dr. Pfautz recounted his success in explaining the post-baccalaureate concept to the department chairmen at Brown who have accepted students from Tougaloo this year.

Dr. Rosenhaupt said that from his limited experience with the post-baccalaureate year, he would suggest that administration of such a program not be placed in the graduate departments, which, of necessity, are concerned with finding the best prepared students.

Dr. Edd Miller disagreed. The effect of setting up an extra-departmental admission system, he said, would, in effect, force the student to come in with two strikes against him.

"He is separated out in the eyes of the faculty that will be working with him," Dr. Miller said. "He is thrust upon them, in a sense. Besides that, you lose the value, really, of the broader education of faculty members, which I think we need to do in

the universities. They need to be concerned beyond the problem of admission with the problem of psychological support of students from the places we are talking about."

Dr. Arlt (Council of Graduate Schools) observed that "the education of the department chairmen is probably the most difficult task that you're going to have, in most institutions."

Dr. Scales maintained that most graduate schools already have systems for classifying students at various levels. "We have had a change of point of view from thinking of ourselves as training an elite corps to trying to think of a wider spectrum of talent and abilities. This means that we have to change our own institutional point of view. I don't know whether our institutions are ready for such a change."

Dean Hartke said that four different department chairmen at Columbia had readily agreed to serve as counselors for the fifth-year students there, when the program was explained to them.

Dr. Butler (U.S. Office of Education) cited examples he knew of in which department chairmen had advocated admission of low-performance students with whom they were acquainted and whose real abilities they had been able to assess. "If we can get these department chairmen to give as much opportunity to those from other universities as they do to their own, a part of our problem will be solved," Dr. Butler said.

Dr. Edwards (Howard University) observed that the department chairmen in the accepting university must have some reliable information about the low-performance students that they do not know themselves. Such information must come from the feeder schools, from counselors with the knowledge and skill to make accurate evaluations of potential.

Dr. Jackson (Carnegie Corporation) asked if any consideration had been given to sending students who need more preparation to good undergraduate colleges for the post-baccalaureate year. Dr. Rosenhaupt said the reason Woodrow Wilson had rejected that possibility was that it seemed important that the student get at least a taste of graduate work right from the start. He added that he did not think it practical, from the point of view of the student, to consider extending the post-baccalaureate experience beyond one year. He agreed with Dr. Pfautz that the period should be less than a year wherever appropriate.

President Nabrit described a program sponsored by the Ford Foundation to identify and provide fellowships for college seniors who are willing to take a fifth year of work to prepare for the foreign service examination. The program is not limited to Negro students. The 11 candidates who were selected in the first year could undoubtedly have gained admission to graduate schools on a normal selection basis, but "they have accepted this special opportunity to qualify for something they would like to do as a career job. To me, this is the same kind of thing we are talking about here."

4. PROCEEDINGS - RECRUITMENT AND SELECTION OF STUDENTS.

Dean Schulze (Brown University) noted parenthetically that some thought should be given to the needs of students who wished to go to professional school, as well as to graduate school. He asked Dean Branch to tell something about Tougaloo's experience in selecting students for a post-baccalaureate year at Brown.

Dean Branch explained that because financial support for the students had not been assured until late in the spring, "it was kind of a crash program." He said he had begun by selecting the top ten students in the graduating class and conferring with them. From this group, five potential candidates were selected and evaluations of them were solicited from the department chairmen in their major fields.

Typical of the candidates, he said, was a young man who had come to Tougaloo as an honor student from his high school but who had done poorly during his freshman year. After overcoming the handicap of weakness in basic communication skills, he improved in his work and was graduated with a better than average cumulative record. In talking with this student about the possibility of a post-baccalaureate year, Dean Branch noted "a great deal of enthusiasm," as well as an awareness of certain academic weaknesses that still

had to be overcome. The student's scores on standard tests had been relatively low in the verbal area and relatively high in the quantitative.

"During his senior year, on the Graduate Record Examination," Dean Branch said, "he made a creditable showing in his subject matter area, which was history. All of us agreed that this student had shown a great deal of promise and perhaps had found himself and could profit by this fifth year."

Dean Branch spoke approvingly of the suggestion that had been made earlier that a summer tutorial program might be substituted, in whole or in part, for the post-baccalaureate year for some students.

On that point, Dr. Rosenhaupt commented:

"Summer grants at the end of the senior year are perhaps less useful than the summer grants at the end of the junior year. The Southern Education Foundation originally intended to give summer awards only to seniors, then accepted our plea for junior grants. We hope to increase the number of juniors who will receive these awards, because a student coming back from the University of Texas, or Oklahoma, to his own college will get far more out of his senior year, even though the offerings may not be in any way changed. He has learned to go to the books, and he has been stimulated."

Dean Schulze asked whether those selecting candidates for a post-baccalaureate year should consider only the academic record, or whether they should also give attention to the individual student's personal and psychological problems.

President Nabrit commented that, while there would be some variation in the ability of Negro students to adjust to the change in environment, he did not consider this a major problem. In their own colleges today, Dr. Nabrit said, Negro students encounter some degree of integration so that "simply moving into a white world out of a predominantly Negro community is not as much of a shock as it would have been when I came out."

Dean Branch added that, because of student exchange programs with a number of white colleges, "I think our students have overcome a lot of these artificial fears that one would normally think they would have, coming out of Mississippi."

"The big problem as I see it," Dr. Nabrit said, "is the changeover in level of expectancy from what the student is accustomed to doing."

Dr. Pfautz said he had discovered that department chairmen at Brown were inclined to overlook deficiencies in the academic record of Tougaloo students if the students were able to present a "full folder of considered letters from faculty members at Tougaloo." The one Tougaloo candidate who was not accepted at Brown had no faculty recommendations.

Dr. Mays asked if the entire Tougaloo faculty had been involved in the selection of the post-baccalaureate candidates. Dean Branch said this had not been true for the initial group, because of the shortness of time. He added, however, that he was recommending establishment of a faculty committee on post-baccalaureate education, as a means of involving the full faculty in future selections. He qualified this remark with the observation that the most important element is the judgment of the faculty members who have worked most closely with the particular student under consideration.

Dr. Rosenhaupt raised the question of the financial element in any effort to elevate the aspiration level of talented Negro students. He suggested that, for many of the students, "the economic pressures are certainly not toward becoming a college professor, but taking a job at $4,000 to $5,000 immediately upon graduation." He questioned whether an $1,800 or even a $2,000 fellowship for further study was sufficient to counter this pressure for immediate employment.

Dr. Butler said he knew of two studies in progress on this particular problem. He added that "the overwhelming majority of graduates of Negro colleges do go to graduate school," even though very few of them go directly from their undergraduate colleges. "The basic reason for this is that they have been almost systematically screened out one way or another from the financial support which is necessary to get into a graduate setting."

During the period when professional career opportunities for Negroes were extremely limited, they had to go to work for a while before they resumed their studies, Dr. Butler said. He further observed that the situation has now changed radically, and real opportunities are now opening for Negroes in many professional and skill areas. This change is bound to have a salutary effect on the aspiration level of Negro students, but the transition period will take some time.

Dr. Jenkins said that a college, through a careful structuring of its total institutional program, can do much, without great additional expense, to raise the aspiration levels of its students.

"It is not simply calling attention to the occupations that a student may enter," Dr. Jenkins said. "It is not simply bringing in experts, or people who have been successful, although it does involve that. It involves the individual teacher sitting down and talking with students. It involves getting individual students or groups of students to meet and compete with individual white students and groups of students."

Professor Edwards, observing that it was "an extremely wasteful process" for a student to work for several years between his undergraduate and graduate schooling, suggested that a concerted effort should be made to win the talented student's family over to the point of view that he should go on directly to graduate school. Perhaps the college should have an alumni representative or staff person "to help in this process," Professor Edwards said.

Dr. McCagg (University of Pittsburgh) asked if Morgan State has a counseling office.

Dr. Jenkins replied that "this is one of the specific functions of the assistant dean of the college..."

Dr. McCagg said that in his visits to a number of Negro colleges he had found that the climate of interest in professional and graduate education was "directly related to whether or not there is a graduate and career-planning office on the campus."

Dr. Jenkins observed that the economic pressures for immediate employment after the A.B. are much more accentuated for students in the low income group, whether white or Negro.

The growing competition among industrial and business concerns for Negro students was viewed as "very healthy" by Dr. Butler. Most of the

students who take jobs, he said, soon find that "upward mobility in the company requires that they come back into educational programs." He cited several instances where the companies themselves finance additional education for such employees.

Dr. Nabrit spoke of the stimulation a group of Yale graduate students had brought to undergraduates on his campus during the past summer. A similar experience at Tougaloo, involving graduate students from Harvard, was described in some detail by Dean Branch and Dr. Pfautz. Dean Branch said that although the Harvard students tended to be carried away by their enthusiasm in certain areas, "some of the by-products of their being there were very wholesome."

Dr. Jackson, Dr. Scales and Dr. Cope (United Negro College Fund) all spoke of the dilemma faced by graduating students confronted with salary offers double what their own fathers have been able to achieve in a lifetime of work. Dr. Butler called attention to other problems that face the Southern Negro student: First, he is likely to be alienated from his own family as soon as he enters college; second, if he wants a white-collar or professional job when he graduates, he usually has to leave the South.

Dr. Jackson asked about the role of special guidance and counseling for students who are accepted for post-baccalaureate education, once they get to the graduate institutions.

Dean Hartke said that the people at Columbia who work with post-baccalaureate students have learned that these students are not prepared for the type of work they are required to do. Among other things, their ability to verbalize and to handle research papers at a graduate level "is considerably less than what I am sure any of you would desire."

To meet these problems, Dean Hartke said, Columbia this year was scheduling for its new post-baccalaureate students a five-day period of intensive orientation, involving particularly experts in English composition and library science. "We have started to seek an answer," he said. "We are a long way from reaching it."

Dr. Pfautz pointed out that Brown is just beginning its post-baccalaureate program. He said he had endeavored to arrange for living accommodations that met the desires of the students from Tougaloo, and had also found a volunteer faculty member to act as an academic advisor for each student.

Dean Branch asked if it might not be helpful to try to find regular graduate students who would work with the students from Tougaloo. President Colston reported that some of his students who had participated in a summer mathematics institute found that their contact with a graduate assistant had been "the most valuable thing they had there." Dr. Pfautz expressed some doubt about the value of graduate student contacts for the particular students coming from Tougaloo to Brown this year, because these students will probably be doing nine-tenths of their work in undergraduate courses. But he added: "We are honestly playing it by ear."

Dr. Rosenhaupt said he would make a very strong plea for having a deeply-interested man in the university to whom all the post-baccalaureate candidates would come first as a matter of routine.

"One problem that all of these people face is their abnormal status," Dr. Rosenhaupt said. "They are not undergraduates, nor are they graduate students. You do help to build a sense of group feeling, of being together, of a common faith by having one person to whom all the people report, and who will help them."

President Mays asked if the five students coming to Brown from Tougaloo represented the best, academically, in the senior class.

Dean Branch said they did not and that only one of the five might perhaps have gone on to graduate school on his own. Dr. Pfautz added that the two girls in the group had both obtained teaching jobs in segregated elementary schools before they were selected.

Summary of Remarks by Dr. Ianni (U. S. Office of Education) at the Conference Luncheon on Friday, August 21:

Large-scale federal support for post-baccalaureate programs is conceivable if evaluations of the initial experiences show positive results. "Our philosophy has been to set up several experimental pilot programs, to evaluate them rather carefully, and have some good hard evidence with which to face the Congress when the question of support eventually comes up."

One problem in post-baccalaureate programs may be the development of special curricula. "Here again, through several programs in the Office of Education, we would be willing and able to look at these."

Both the demonstration and the small contract programs of the Office of Education appear to offer opportunities for support of investigation into various aspects of the post-baccalaureate problem. A major concern is to find a means of keeping good faculty members at the smaller, poorer institutions. One solution for smaller colleges might be some general institutional type of federal support which would not be geared to the amount of money the institutions receive in other federal grants.

A faculty exchange program is another possibility. "We will welcome suggestions for other approaches to this problem."

Dr. Ianni concluded that one of the recommendations of the conference would probably call for a follow-up conference designed for the reporting and evaluating of experience in post-baccalaureate education during 1964-65, and for a general reassessment of the situation.

5. PROCEEDINGS - STANDARDS, COUNSELING, AND INSTRUCTION.

Dean Pierrel (Pembroke College) asked Dr. Duncan to begin by suggesting some of the things that might be encompassed by the instruction of post-baccalaureate students.

Dr. Duncan replied that the student's need might not be so much for make-up work in his major subject as for help in such areas as mathematics, English, foreign language, reading and typewriting. He emphasized, too, the importance of arousing the interest of the post-baccalaureate student in research.

"Most major graduate departments are going to have large-scale research projects that call for talents of all kinds," he said. "Undergraduates at fairly low levels can take moderate roles in these organizations and projects, and learn from somewhat more mature students, and get some raw models as to how research is done, and come to feel that they are a part of this kind of activity. I think a judicious effort to place students in some such activity might be well advised in some instances if the course program is not too heavy. If they could devote 12 to 15 hours a week to service in research projects, it might be worth a good deal more than that many hours in a classroom."

President Keeney warned that the danger of putting post-baccalaureate students "right into research without any deepening of their more general education" was that "you will produce a group of Ph.D.'s who will be highly unsatisfactory as undergraduate teachers." He had earlier observed that graduate schools, among other things, are supposed to produce people who want to teach.

Dr. Agnew (Southern Association) suggested that the students be required to observe some excellent undergraduate teaching, without taking the courses themselves, and Dr. Edd Miller proposed that some of these students might be employed as graders, teaching fellows, or research and laboratory assistants. Dr. Hodges (Ohio University) saw a possibility that some of them might serve as teachers of the youths who will be in the training centers and camps that are to be set up as part of the war on poverty.

President Keeney objected strongly to this last suggestion, stating that "you're throwing them into the most difficult kind of teaching there is, with people whom other teachers have failed to reach."

Returning to the question of instruction, Dr. Arlt asked if there were any point in generalizing, when each student "has different needs and has to be treated as an individual, and those needs have to be discovered."

Dean Pierrel agreed, but suggested "there may be some specific categories that could be mentioned."

One of these, Dr. Rosenhaupt said, would involve the student who has been very well trained in mathematics or science but is "virtually illiterate outside his field." Another fairly general situation would involve the student with a well distributed liberal arts education who "just hasn't really gone quite far enough in his field of specialty."

Dean Hartke said Columbia attempted to get its post-baccalaureate students into courses where they would be exposed to exceptionally good teaching. They also attended a series of luncheons with an outstanding scholar-teacher from the Columbia faculty.

President Keeney suggested that the conferees were directing too much attention to able students who were almost qualified for Woodrow Wilson Fellowships, and not enough to the students who would have no hope of going on to graduate school without some special program of encouragement, support, and additional instruction.

The five Tougaloo students who are coming to Brown this year are definitely in the latter category, Dean Branch said. All of these students, he said, have had a limited cultural experience and their academic programs at Brown should take that factor into account. Dean Branch expressed confidence that "these students will have a new outlook on life...if there is some way you can provide a varied experience for them--if you can have some undergraduate or graduate person responsible for relating to them so that they will have someone to whom they can go when they face problems or become frustrated."

On the problem of financing post-baccalaureate education, Dr. Jackson asked if it might be wise to set up a special centralized organization, perhaps similar to the Woodrow Wilson Foundation, that would deal with the feeder schools.

Dr. Pfautz said he would be very wary of institutionalizing the post-baccalaureate program. He indicated a preference for getting a firm commitment to the program by the University's leadership and for developing dependable lines of communication with the feeder institutions, without too much formal structuring.

Dr. Jackson, however, pointed to the difficulty that foundations face in financing such a program involving, as it should, a large number of institutions. "It is much more efficient, in a sense," he said, "to make a single grant at some stage of the game for an overall program that will cast the net wide and select students on an agreed-upon set of criteria."

President Keeney agreed with Mr. Jackson, observing that "you have to have an intermediary to develop competence in selecting such people, and recruiting and guiding them into appropriate graduate schools."

President Jenkins stated his belief that grades, test scores, and faculty recommendations should all be taken into account in selecting post-baccalaureate students. He strongly endorsed the earlier suggestion of special summer sessions for able students, while they are still undergraduates. The post-baccalaureate student, he said, should be encouraged to stick pretty closely to his major field. "We can't make too much of a dent in his other cultural deficiencies" in the course of one year, he said.

President Nabrit urged that the post-baccalaureate year be used to fill in the student's educational needs in fields directly related to his major, as, for instance, certain chemistry and mathematics courses for a biology concentrator.

Dean Schulze again raised the question of the possibly special needs of post-baccalaureate students interested in going on to professional schools. In these schools, with medicine being an exception, the requirements for admission are fairly generalized in terms of subject areas, he said. "How should counselors for these students be selected?" he asked.

Dr. Kauffman (American Council on Education) suggested that this was primarily a problem for the feeder schools. It may be too late for effective counseling by the time the students get to Brown or some other university, he said. As an example of the "simple little problem" that can be of crucial importance in determining a student's career plans, he told of the student he had met at a Negro college in North Carolina who had applied to only one graduate school--not one of the best--because he had money enough for only one application fee.

Dean Riley (Dillard University) said there is an allied problem involving the counseling of a student who can afford to apply at several schools and is accepted at one or more, but who would probably be better off to take a post-baccalaureate year. "What is the counselor or the person at the feeder institution going to do when he faces this kind of problem?" he asked. Dr. Rosenhaupt suggested that this sort of problem faces almost every college graduate who wants to do additional study. He gets varying offers from different schools and has to make up his mind as to which offer is best for him. He said that the offer for the post-baccalaureate year should not be made so attractive financially "that we are really in a way bribing--or overly convincing--the man to make a decision."

Professor Edwards said that he hoped counselors in the feeder schools would give prime emphasis to the student's long-range educational benefit rather than to the immediate financial advantage. On this point, Dr. Scales objected that "you cannot rule out money...We can only be so idealistic about this."

Dr. Edwards replied that he was not oblivious to the influence of the dollar, but was contending that students, in many cases, "will miss certain important things by following the dollar sign, and be paying for it the rest of their lives."

Dean Schulze suggested that, even in terms of the dollar, the student will be better off in the long run if he chooses the first-rate graduate school when he has a choice.

Dr. McCagg said the School of Public Affairs at Pittsburgh believes that it is important to give its students full identification with the school, even though they may be taking some undergraduate courses, or less than a full graduate load. He said, also, that the school has concluded that it is important that the counseling function be centralized. Finally, he observed that the school, as a matter of policy, accepts a certain number of students below the top level.

"I do think," he said, "that there is a great iceberg below the top group, which is very important to reach, and which in 1984, twenty years from now, will furnish the administrators of many institutions."

President Mays expanded on Dr. McCagg's last point. At Morehouse, he said, there are many young men who have to work at outside jobs to stay in school. These youths often are not able to make top grades and do not get the consideration they may deserve when the time comes for considering graduate or professional school.

Dr. McCagg added that recruiters from the graduate and professional schools should be conscientious, in their interviewing trips, about seeking out the "iceberg" group.

"I sense a feeling in this group," President Jenkins said, "that unless a student goes to one of America's most prestigious institutions, he is shortchanging himself. This may be true if he is one of the most brilliant of Americans. But for this group of students we are talking about, some of the less prestigious institutions, in my judgment, might provide a better opportunity for development."

And there are some good B students, Dr. Edd Miller said, "who probably ought not to go to graduate school of any kind, who might serve themselves and their fellows better by taking one of the jobs that we talked about earlier, and making a different kind of career."

"This leads us back to the first question we asked ourselves this morning--how big is this problem?" Dr. Rosenhaupt said. "I would say it is small...and we are really talking about an expedient for the next five years that may involve no more than 200 students a year."

Dr. Pfautz and President Keeney both said it was their impression that the problem was somewhat larger than Dr. Rosenhaupt had indicated.

No matter how many students there are who might benefit from a post-baccalaureate year, President Jenkins said, any program organized to deal with the problem may have to be quite small for financial reasons.

Dr. Jackson suggested that the post-baccalaureate year might well provide the answer to the problem of increasing the number of Negro Ph.D.'s who are needed to strengthen the faculties of the predominantly-Negro colleges.

Dean Branch observed that the Brown-Tougaloo post-baccalaureate program was "somewhat of a pilot study," and he wondered if it might not be important for Tougaloo to provide as much information as possible on the participating students. This would go beyond the faculty letters of recommendation, which he guessed might be somewhat of the "flowery type." He agreed with an earlier suggestion by President Nabrit that it would be important to establish clearly defined goals for the program.

6. PROCEEDINGS - GRADUATE SCHOOL LIAISON, ADMINISTRATION, AND FINANCING.

Dean Lindsay (Brown University) opened the session with some observations from the point of view of the graduate school administrator: "I think we all agree on the great importance in graduate school programs of producing a succession of scholarly people who will be able to participate actively in the intellectual affairs of the world.... In the preparation of such people, we expect the highest standards of performance." With this in mind, Dean Lindsay said he believed that the relationship between the graduate schools and those involved in post-baccalaureate education, whether in an undergraduate college or in a graduate school, was a crucial aspect of the whole program. He began the discussion by asking who should be admitted to graduate schools and in what ways these schools could make known the requirements post-baccalaureate students must meet before they can be admitted as full-fledged graduate students.

In reply, Dr. Arlt agreed that post-baccalaureate students would have to meet the standard requirements for admission to the graduate schools of their choice after they had completed their post-baccalaureate work. On the questions of the treatment of post-baccalaureate students and the administration of the program, Dr. Arlt advanced the opinion that the only way a post-baccalaureate program can work properly in a given institution is to put it under the direction of one person.

This could be a part-time or full-time job, depending on the number of students involved. The director should have close contact with the departmental advisors and should obtain monthly, perhaps even weekly, reports on the progress of each student. "While the immediate counseling should be done in the graduate departments, the director should not be the regular graduate or undergraduate advisor: the problems are different and the people in a post-baccalaureate program are going to need a very considerable amount of counseling, guidance, and supervision," Dr. Arlt said.

"The director of the program," he added, "should at all times be completely aware of the degree of progress the students are making, so that he can advise and guide without any delay. If a student begins to slip one week, he should be called in the following week and asked questions and given some advice."

He added that the director would be the logical person to advise the students on the direction and locale of their further education after the post-baccalaureate year and to serve as liaison "between his institution and whatever continuing committee this group is almost inevitably going to set up. We need a central clearing house for information."

Dr. Arlt suggested also that students might be selected to leave their own institutions at the end of the junior rather than the senior year. They would study at schools like Columbia or Brown during their senior years, and would receive their diplomas from their original institutions. Such a system, he indicated, might remove the necessity for a fifth year before graduate school.

Finally, Dr. Arlt observed that the question of the post-baccalaureate student's status within a university would have to be settled by each school, individually.

Dean Schulze asked if post-baccalaureate students would have special difficulty in meeting application deadlines for fellowship aid at the graduate schools to which they would be applying for the post-baccalaureate year.

Dr. Arlt said he didn't think that would be much of a problem because he was sure that "a considerable number of the universities comprising the Council of Graduate Schools would be willing to reserve a few assistantships and fellowships for post-baccalaureate applicants beyond the normal deadlines. They are already doing this, he said, for African students. He said the only rather inflexible date is the 15th of April, by which time the student must accept or reject admission and/or fellowship offers.

Dr. Edd Miller said he believed there was sufficient flexibility in the universities to take care of the numbers of students who would be involved.

Dean Branch asked for amplification of Dr. Arlt's suggestion that students with graduate school potential might leave their original institutions at the end of the junior year. Dr. Arlt said the idea was Dean Hartke's and asked him to expand on it.

Dean Hartke said it seemed possible that such a step would enable some students to go on directly to graduate school. In most instances, he said, the schools of origin would have to grant the baccalaureate degrees, and he asked if they would be willing to do so.

President Keeney questioned the feasibility of Dean Hartke's proposal, on the ground that students who had started college with serious academic deficiencies would be less ready to move on to other institutions at the end of the junior year than at the end of the senior year. "You might be making things better, and you might be making them worse," he said.

Dr. Edwards pointed out that the students themselves would object to leaving their own institutions at the beginning of what for many of them is "the crowning year" in a social and cultural sense. President Jenkins added that institutional pride would work against Dean Hartke's proposal. President Nabrit said the idea might work in a modified way where the cooperating institutions are in the same general community.

"Wouldn't a good way of doing this," President Keeney asked, "be to form a liaison between the students and the university to which they are going for this year, to select them at the end of the junior year and leave them in their own institutions? You could then have a continuing relationship between the central person and the departmental advisors at the receiving university, on the one end, and the student and his faculty at the feeder college on the other end."

Several persons spoke approvingly of their own experience with situations of the sort President Keeney had outlined, and Dean Hartke said his objective was to find a short-cut that would save the students some time.

President Holland (Hampton Institute) suggested that undergraduate student exchange programs, such as the one Hampton has with Wellesley, were quite different from the post-baccalaureate programs under discussion: "The girls attending Wellesley from Hampton are pretty carefully selected and would normally not have trouble getting into graduate school anyway."

Dr. Pfautz said the discussion seemed to him to indicate a lack of agreement on "the type of student that would constitute the large majority of students this kind of program would serve." He proposed, for the sake of argument, that the students would be those who "ordinarily would have no opportunity on

the basis of their performance in their undergraduate careers to get into graduate school," but who have shown signs of real promise. The post-baccalaureate experience, then, should be thought of as an expedient to get these students ready for graduate level work in the shortest possible time; the status should be temporary.

Dean Hartke said he was doing his best to look at the post-baccalaureate program from the point of view of the student who would be considering it. "We have got to consider the rights of the student and his feelings about this program before we present it to him," he said.

"We want to get well beyond those who would normally qualify for graduate school anyway, those who would normally achieve admission, or would normally receive grants to do graduate work," Dr. Butler said. "If we can actually come up with something that would reach the population beyond that perimeter, then I would feel better when I go back to Washington, because this is what we are here to do."

Dr. Rosenhaupt said: "We are talking about a small group of people who, if given an extra year, might be able to become outstanding graduate students going all the way to the Ph.D....If we can't convince ourselves and the student that this is the best way to spend his time and that in the long range he should come out ahead, he shouldn't have the qualifying year." Dr. Rosenhaupt further noted that the program at Columbia, involving students who were nominated for but did not receive Woodrow Wilson fellowships, was originally conceived as a "retrieval" operation.

A separate population that might be considered as a source of candidates for the post-baccalaureate year, Dr. Butler said, would be those persons who earned undergraduate degrees some time ago and now wish to take up graduate work but lack the confidence to get started.

There was an extended discussion on the question of whether graduate schools, in practice if not officially, establish variable standards for different students or different classes of students. President Keeney concluded the discussion with the observation that the student from a college regarded as inadequate has a harder time getting into graduate school than a student from a college regarded as adequate. Once a student gets in, no matter where he comes from, most instructors will make allowances in his favor if he is badly prepared, "but only long enough to give him a chance to prove himself." It was agreed that normally-accepted graduate students do not always come completely prepared and usually have to make up various deficiencies as far as departmental prerequisites are concerned.

At this point, President Keeney made what he described as "a modest proposal," directed to the U. S. Office of Education, for two types of summer institutes. The first, to follow the junior year, would be for any students from colleges where the instruction is not fully adequate. Included would be those students who are virtually certain to be admitted to graduate school, as well as those who are not, without extra preparation. The individual student in this junior summer institute would get instruction "at the very highest appropriate undergraduate level" in his major subject and, if necessary, in English and a foreign language. After the institute, students would return to their own colleges for the senior year.

The second type of institute would come after the senior year and would be exclusively for those students who are not fully prepared for graduate school but who are candidates for a post-baccalaureate program. Instruction in this institute would be concentrated more heavily on English and foreign languages, with some instruction in the students' major fields.

To make these institutes economically feasible, President Keeney said, they would have to be centralized in a few institutions and involve sizable numbers of students.

In answer to questions that followed his proposal, President Keeney said that the institutes would be separate from regular summer school sessions, that they would be twelve weeks in length, and that the senior summer institute would serve as a feeder, not as an alternative, to the post-baccalaureate year. He said also that there would have to be agreements with a number of graduate schools to accept post-baccalaureate students from the senior summer institutes.

Dean Branch asked if President Keeney had in mind that at least some of the students who participated in the junior and senior summer institutes might be prepared for full graduate standing without a post-baccalaureate year.

President Keeney replied that he would expect that quite a high percentage of the participants in the junior summer institute would be qualified at the end of the senior year for regular admission to graduate school, and that perhaps half of the participants in the senior summer institute might go directly into graduate school.

Wherever the institutes may be set up, President Keeney said, it would be a good idea to bring in some outside faculty members, such as experts in the rapid teaching of languages, and outstanding scholars in various subject matter fields.

President Nabrit suggested that the students should attend institutes on campuses other than their own, to gain experience in adjusting to another environment.

"You can transfer part of the environment to another place in the form of faculty," President Keeney said.

Dr. Rosenhaupt offered what he described as a minority report, saying that in his opinion "we will achieve as much or more if we provide money for individual students to attend existing summer schools." The students would benefit, he said, "from the excitement of being thrown in with other students who have different problems, and from the absence of a feeling that this is a remedial kind of arrangement."

President Keeney disagreed, on the ground that standards in summer schools often tend to be lower than in the regular sessions at virtually all institutions. He said the institutes he was proposing would require very high standards.

In answer to President Mays' query as to whether students who attended both the junior and senior summer institutes would need a post-baccalaureate year in addition, President Keeney said that, in the main, different groups of students would go to the two institutes and there would be little duplication. Candidates for the post-baccalaureate year would come mainly from participants in the senior summer institute, he said.

(At this point there was a lengthy discussion that began with a description of other aspects of the Brown-Tougaloo program and branched out into the general area of pre-freshman summer sessions. Programs in progress at Knoxville, Hampton, Morehouse and Dillard were described by the presidents or deans of those institutions, and Dr. Edd Miller referred to a similar program inaugurated recently at the University of Michigan.)

Dean Lindsay asked if the conferees wished to arrive at some agreement on the probable scope of the post-baccalaureate program and the amount of money needed to support it, as well as the possible sources of support.

Dr. Pfautz said that, before financial estimates could be made, he believed some further research would have to be done into the numbers of students who would be considered for post-baccalaureate work. As for evaluation of the program, Dr. Pfautz said he thought that would be relatively simple. If it is to work well, he added, it will require "a good deal of cooperation from a large number of graduate schools throughout the country."

Dr. Arlt said that his office provides a built-in mechanism for communicating with a large number of graduate schools.

Dr. Butler suggested that specific recommendations involving graduate schools be screened out of the record of the conference and communicated to the schools. Dr. Arlt observed that the Council of Graduate Schools in December, 1963, had approved unanimously a resolution in which the member institutions pledged themselves to cooperate with any recommendations that would serve to upgrade the Negro colleges and make it possible for more of their graduates to get into graduate schools.

Dr. Butler suggested that an effort be made to extend benefits of the program to able students who may be in unaccredited colleges because there is no room for them in accredited institutions.

Dr. Jackson said more could be done by the predominantly-Negro colleges to circulate ideas among themselves for meeting problems they share in common. As examples, Dr. Jackson suggested the distribution of brochures on their various special programs, and the holding of regional faculty meetings for discussion of these programs.

Dr. Edwards suggested that some similar steps might be taken to disseminate information on the various cooperative programs involving northern

institutions and southern colleges. Dr. Pfautz said the American Council on Education had recently begun publication of a bulletin designed to meet this need.

Dr. Marchese said it is going to be important to start selling students on the desirability of further study well before the end of the senior year, when most of them face heavy pressures to take jobs.

Success of the post-baccalaureate program, President Nabrit said, will depend on whether the colleges themselves are convinced that it is a good program and improves their students.

"It also places the responsibility upon all of us," President Mays said, "to so upgrade the academic work on our own campuses that the post-baccalaureate program will become increasingly unnecessary in the years to come."

Dr. Scales called for wide distribution of the results and recommendations of the conference.

Remarks by Dr. Butler at the Conference's Closing Luncheon:

Dr. Butler noted the "crisis of opportunity" which our nation faces and the correlative response of the Congress in the passage of 17 different education bills as well as the so-called "Anti-Poverty Bill" during the past year. He suggested that college presidents examine these bills for the opportunities institutions of higher education will have "to amplify and implement their commitment to a changed climate of opportunity for all our young people as well as for many adults who can have a second chance if you will make a second chance for them."

In conclusion, Dr. Butler expressed the hope that one of the concrete results of the Conference would be "another meeting and certainly another meeting of minds," and that, in the meantime, the many suggestions coming out of the proceedings would find some manner of implementation in the actual programming of colleges and universities throughout the nation.

7. APPENDIX A - SPECIFIC PROPOSALS

Listed below, along with their authors, are specific proposals which have been culled from the verbatim transcript of the Conference and from materials submitted by the conferees. These have been arranged in two major groups: In the first are listed specific proposals for action which would deal with the general problem of increasing significantly and in a short time the number of able young people who would not "normally" be motivated to apply or successful in their application to or performance in graduate and professional schools because of various kinds of barriers. In the second are listed, according to the topics considered at the conference sessions, specific suggestions for developing post-baccalaureate education programs as a particular strategy in dealing with the problem.

SPECIFIC PROGRAM SUGGESTIONS

(1) Junior and Senior Summer Institutes
(President Keeney, Brown University)

Proposed were two types of summer institutes for students from colleges that do not fully prepare their graduates for unconditional entry into graduate schools, and for graduates of these and other colleges who start late to develop real interest in their fields as a basis for graduate education.

A. The first, or general institute, would be open to applicants who had completed the junior year in the sort of college from which a high percentage of graduates do not enter graduate school. Presumably applicants would include those who were committed and well along their way to qualification for admission to graduate school, as well as those who had but lately developed an interest in graduate education and were not so well prepared. Instruction would consist of the following:

1) A course in the student's subject field taught by distinguished specialists in that field who are stimulating teachers and who are inclined to relate the field to other branches of knowledge.

2) Instruction in foreign languages and mathematics and, if appropriate, English composition.

3) Necessary prerequisites to the field: e.g., some colleges give rather good training in biology and chemistry and little or none in physics; students in such institutions who wished to be biologists or chemists would need sound instruction in rather elementary physics.

At the end of the summer the students would return to their colleges and continue their work. By the end of the year most of them should be ready for unconditional acceptance into graduate school; some of them would not, particularly those who develop slowly.

B. The second, or remedial, institute, in the summer after the senior year, would be open to graduates of the same group of colleges who attended the junior institute. For the most part, these

would be graduates who had developed interest and capacity in their senior year but were still not yet ready for full graduate work. Some might, in fact, have been admitted to graduate schools, although actually needing more preparation. Instruction would consist of the following:

1) Further work in the subject matter field, particularly those aspects of it that were inadequately covered in the college of origin.

2) Additional work in the prerequisites for advanced study in the subject matter field.

3) Tool subjects such as languages, English, and mathematics.

4) A seminar in which the subject-matter field would be related to other aspects of knowledge, an area in which such students are frequently most deficient.

At the end of the summer, students would be admissible to a post-baccalaureate year, or might in some cases be admissible to full graduate standing.

These two types of institutes could conveniently be established in a number of universities, preferably along disciplinary lines for reasons of economy of effort. They could also be set up in colleges either in the north or south, but in most such cases it would be necessary to enrich the local staff, particularly in the subject matter fields. Such institutes would be superior to ordinary summer schools, which are unfocused and quite frequently devoted to the formalization of teacher preparation or the recovery of undergraduate failures.

If such institutes were set up, the junior institute might draw more capable students to graduate school and consequently to teaching and other productive activities, and would certainly get them to graduate school in better condition. Students returning to their own colleges from such institutes, if they are well conducted, might have as stimulating an effect on their own colleges as students from the NSF high school institutes have on their high schools. The senior institute might result in the retrieval of significant numbers of capable students who would otherwise not take advanced work at all, or would have to postpone such work.

The financial problems are complicated: Most of these students expect to earn money during the summer and are expected to do so by their colleges and certainly by their prospective graduate schools. It would be necessary at the very least to pay all their expenses and to assure them of the availability of loans to make up the deficit of earnings, and of other financial support if they are admitted to graduate school.

It is proposed that the U. S. Office of Education establish several such pilot institutes during the summer of 1965.

(2) Short-term Intensive Programs in Graduate Schools (Dr. N. Edd Miller, University of Michigan).

Special programs might be developed in regular graduate schools, providing one or two weeks of intensive study to help entering students overcome basic deficiencies, or to up-date programs who have completed their formal graduate work.

(3) Professional Exchanges (President Colston, Knoxville College)

The object would be to assist disadvantaged and non-accredited smaller schools through a program of faculty exchanges with major graduate and professional schools: top-level professors, in addition to teaching students, would stimulate and educate the faculties of the smaller schools; faculty members of the latter would go to the major universities for further graduate study.

(4) Cooperative Summer School Scholarships and Summer Institute Program (reported by Dr. Theodore Marchese, American Council on Education)

A group of northern universities with strong summer programs is prepared to support a cooperative summer school scholarship program for faculty members and students from predominantly-Negro colleges.

(5) Southern Education Foundation Summer Grants (reported by Dr. Hans Rosenhaupt, Woodrow Wilson National Fellowship Foundation)

The Southern Education Foundation subsidizes college juniors and seniors who wish to attend summer schools in other colleges and universities.

PROPOSALS RELATING TO VARIOUS ASPECTS OF POST-BACCALAUREATE EDUCATION:

Recruitment and Selection of Students

(1) To double graduate school enrollment by 1970, it will be necessary to go well beyond those who are considered to be regularly qualified by normal academic measurement. (Dr. Butler, Office of Education)

(2) To motivate students to apply for post-baccalaureate education, the feeder college should develop on its own campus a varied program that would include experience in research problems and independent study, honors sections, and faculty exchanges. The participating college should develop an effective program of counseling and guidance to help students select proper courses, to disseminate information on career opportunities, and to arrange regular visits by representatives from graduate and professional schools. (Dr. J. Erroll Miller, Lincoln University)

(3) Students who are likely to be candidates for post-baccalaureate education should be identified as early as possible in their college careers. (Dr. Marchese, American Council on Education)

(4) Candidates for post-baccalaureate education should be sought also among persons who have been out of college and working for several years. (Dr. Butler, Office of Education)

(5) A concerted effort should be made to win the understanding and cooperation of the families of student candidates for post-baccalaureate education. (Dr. Edwards, Howard University)

(6) Certain highly-motivated able students should be encouraged by their undergraduate college to finish in three years, with the clear understanding that they will spend a fourth INTERMEDIATE-POST-BACCALAUREATE YEAR in a major school after receipt of their degrees. (Dr. Rosenhaupt, Woodrow Wilson National Fellowship Foundation)

(7) To insure success in the post-baccalaureate program, recruitment of candidates should be restricted to a minimum number of undergraduate institutions near the top of the quality range.

The recruitment process should begin early in the undergraduate career and be supplemented by an on-going orientation program designed to reduce the amount of adjustment slippage which the post-baccalaureate candidate will have to endure before he can begin to profit from his experience. (Dr. E. F. Schietinger, Southern Regional Education Board)

(8) Fellowship support for post-baccalaureate students should be sufficient to offset the temptation for accepting immediate employment, but not so large as to constitute a "bribe." (Dr. Rosenhaupt, Woodrow Wilson National Fellowship Foundation)

(9) The university that agrees to establish a post-baccalaureate program should actively recruit students, not just wait passively for applicants. The participating college should do everything it can in the way of advanced planning and preparation--including establishment of an Office of Graduate and Career Plans---to make visits by graduate and professional school representatives as profitable as possible. The college might sponsor an annual Career Conference Day to stimulate the greatest number of students into thinking about orienting their college work to career goals. (Dr. McCagg, University of Pittsburgh)

(10) At least some faculty members of the smaller colleges should be included in any program of post-baccalaureate education. (Dr. N. Edd Miller, University of Michigan)

(11) The faculty members most closely associated with student candidates for post-baccalaureate education should prepare careful evaluations for the use of university department chairmen who have to make decisions on their acceptance. (Dr. Pfautz, Brown University)

(12) Performance as measured by grades, tests, and letters of recommendation from the faculty should all be taken into account in the selection of students for post-baccalaureate education. (President Martin Jenkins, Morgan State College)

Standards, Counseling, and Instruction

(1) In each department in which post-baccalaureate students are enrolled, there should be a counselor for them other than the regular undergraduate or graduate advisor, and a tutorial staff of graduate students should be available. (Dr. Arlt, Council of Graduate Schools)

(2) The post-baccalaureate experience for any given student should be limited to one year, and to a lesser period where feasible. (Dr. Rosenhaupt, Woodrow Wilson National Fellowship Foundation)

(3) The post-baccalaureate status should be understood to be a temporary and transitional, and every effort should be made to get the student out of it as soon as possible. Some students might need only a semester instead of a year. (Dr. Pfautz, Brown University)

(4) There should be a planned program of orientation for post-baccalaureate students as soon as they arrive at the university, preferably before the start of classes. (Dean Hartke, Columbia University School of General Studies)

(5) Post-baccalaureate students should be given full identification with the graduate schools and departments that accept them. (Dr. McCagg, University of Pittsburgh)

(6) Programs of instruction should be flexible and individually tailored so that each student's needs will determine both the direction and length of time he will have to spend in post-baccalaureate instruction. (Dean Branch, Tougaloo College)

(7) Intensive efforts should be directed at increasing the ability of students in verbal reasoning and written expression. Attention should also be given to exposing students to experiences that will develop independence in their educational efforts. Finally, it would be useful to go beyond the range of special subject-matter interests to make up for cultural and educational disadvantages of a general nature. (President Nabrit, Texas Southern University)

(8) Emphasis in the post-baccalaureate year, for many students, should be on the rudiments of research, such as college mathematics, foreign language proficiency, writing ability, and such basic skills as the use of the typewriter and the library. As a complement to the day-in-day-out struggle to gain mastery of these essential tools, there should be a well-planned program of lectures, conferences, and seminars with some philosophic depth and substantive breadth. (Dr. Duncan, University of Michigan)

(9) The instructional emphasis in a post-baccalaureate program should be placed on the student's major field; this is how "graduate work" is organized; this is what his graduate work is going to involve. (President Jenkins, Morgan State College)

(10) Post-baccalaureate students might take one or two courses, do some research, and might also observe some excellent undergraduate teaching. (Dr. Agnew, Southern Association of Colleges and Schools)

(11) The participating university should offer its post-baccalaureate students lectures in advanced fields, make it possible for them to participate in small discussion groups, and require them to prepare numerous research papers. (Dr. Miller, Lincoln University)

Liaison With Graduate Schools, Administration and Financing

(1) There is a need for some kind of central organization, similar to the Woodrow Wilson National Fellowship Foundation, that would be responsible for selecting post-baccalaureate students according to standardized criteria. (Dr. Jackson, Carnegie Corporation)

(2) There should be an arrangement for the flow of reliable information on students between the so-called feeder schools and the universities with post-baccalaureate programs. (Dr. Edwards, Howard University)

(3) Graduate schools participating in post-baccalaureate education should reserve a few assistantships and fellowships for post-baccalaureate applicants beyond the normal deadlines and should otherwise adjust their administrative routines to the special demands of such a program. Any institution accepting post-baccalaureate students should organize a separate administrative unit to take care of them. This should be under the supervision of a director, who need not be full-time (depending on the number of students involved). A central clearing house for information is needed, and the director of the program should be the liaison officer with such a clearing house. The education of university chairmen in the objectives of the program is crucial to its success. (Dr. Arlt, Council of Graduate Schools)

(4) U. S. Office of Education "demonstration" grants might provide some opportunity for funding post-baccalaureate programs. Evaluative procedures should be incorporated in these programs. (Dr. Ianni, U. S. Office of Education)

(5) The estimated administrative costs of a post-baccalaureate program at a given university would run between $20,000 and $25,000 per year. (Dr. Arlt, Council of Graduate Schools)

8. APPENDIX B - SUMMARY OF CONFERENCE PROCEEDINGS

A Conference on Post-Baccalaureate Education was held at Brown University on August 21 and 22, 1964, under the joint sponsorship of the University and the U. S. Office of Education. Among the 33 participants were administration and faculty members from major universities having or planning cooperative programs with predominantly-Negro colleges and universities, presidents and deans of predominantly-Negro institutions of higher education, representatives of private foundations and government agencies concerned with educational policies and programs, and consultants in such relevant fields as sociology and educational testing.

The participants met as a single, working group at four successive sessions. This summary is based on the verbatim transcript, but the materials have

been taken out of chronological sequence and arranged under the appropriate session topics.

Basic to the Conference were the assumptions that: (a) the nation needs to increase significantly and in a short time the number of college graduates who obtain graduate and professional degrees; (b) there are now in college a substantial number of promising students who are either unmotivated or insufficiently prepared for successful application to and performance in graduate schools because of lags and lacks in their previous education, both informal and formal; (c) the institutions providing candidates for post-baccalaureate education would be primarily those numerous colleges attended by students who are affected by such handicaps as limited financial means, inadequate pre-college preparation and cultural impoverishment, as well as specific lacks in preparation for graduate work in their major fields. In fact, more white than predominantly-Negro institutions and young people are involved, but it was agreed that the latter group had a special salience. Finally, it was assumed that some type and amount of post-

baccalaureate education might provide an effective bridge to graduate and professional schools for such disadvantaged but capable college graduates.

SESSION I - THE CONCEPT OF POST-BACCALAUREATE EDUCATION

Post-baccalaureate education was defined by President Keeney (Brown University) as "a program for able people who aren't quite ready to undertake full-level graduate work." In similar vein, Dr. Pfautz (Brown University) saw it as an opportunity for students who "ordinarily would have no opportunity on the basis of their performance and preparation in their undergraduate careers to get into graduate school, but who have shown signs of real promise." And Dr. Butler (U.S. Office of Education) remarked on "the necessity to go well beyond those who are 'normally' considered to be qualified by our regular academic means of measuring them, if we are to double the population of young people who will be studying in graduate schools between now and 1970."

It was generally agreed that for many students in the eligible group, post-baccalaureate education would involve a fifth year of largely pre-graduate

work in a university. Strong sentiment was expressed for keeping at a minimum the time spent in such work by the individual student.

Estimates varied as to the number of years during which there would be a real national need for such a program, but all participants agreed that it should be viewed as a temporary expedient during a period when needed improvements are being made in the quality of education at all levels, and especially in underprivileged areas of the country. President Keeney (Brown University) maintained that an emergency program would be justified "for ten years or so" to help remedy "the frightful wastage of able, but inadequately prepared, students.

Alternative and/or complementary programs to the fifth-year concept were also proposed: President Keeney suggested that the Office of Education might support two types of summer institutes--one to follow the junior year and the other to follow the senior year. These would be centralized in a few universities, would run

for 12 weeks, and would involve sizable numbers of students. The junior summer institute would be primarily, although not exclusively, designed for students who are reasonably certain of direct admission to graduate school at the end of the senior year. They would receive instruction "at the very highest appropriate undergraduate level" in their major subjects, plus English and foreign language instruction where necessary. The senior summer institutes would be exclusively for students who are not fully prepared for graduate school but who are candidates for post-baccalaureate education. Instruction would be concentrated on English and foreign languages, in addition to the students' major fields. Some students would move directly from the summer institute to graduate school; others would go on to a post-baccalaureate year.

Dr. Rosenhaupt (Woodrow Wilson National Fellowship Foundation) proposed that students who needed additional work be given financial support for attendance at existing university summer schools, but questions were raised concerning conventional summer school standards.

Dr. N. Edd Miller (University of Michigan) proposed the development of special, short-term programs in regular graduate schools involving a few weeks of intensive study designed to ameliorate students' basic communication skills.

President Colston (Knoxville College) proposed faculty exchanges, not only to increase offerings and instructional levels at smaller schools, but also for upgrading the faculties.

SESSION II - RECRUITMENT AND SELECTION

President Nabrit (Texas Southern University) said that a major concern in the so-called feeder institutions should be to "raise the level of expectancy" of students who would be going on to graduate school either with or without a post-baccalaureate year. President Jenkins (Morgan State College) agreed on the importance of maintaining a counseling and career opportunity office in the feeder school and noted that an institution can do much, beyond formal counseling, through the careful structuring of its total institutional program to raise the aspiration levels of its

students. Dr. McCagg (University of Pittsburgh) said that his experience had been that student motivation for advanced education was higher in those colleges that had staff members regularly assigned to counseling. He urged the establishment of career planning and placement offices in the feeder colleges.

Professor Edwards (Howard University), Dr. Marchese (American Council on Education), Dr. Cope (United Negro College Fund), Dr. Scales (New York State Department of Education) and President Mays (Morehouse College) all remarked on the problems imposed on students in disadvantaged schools and groups by family and economic pressures to obtain immediate employment. The consensus was that fellowship support for post-baccalaureate work would have to be substantial enough to offset the attraction of immediate employment. Dr. Rosenhaupt (Woodrow Wilson National Fellowship Foundation) warned, however, that great care should be exercised to see that students are not "bribed" into post-baccalaureate education by overly-generous offers

of financial assistance. In any case, Dr. Butler (U. S. Office of Education) asserted that the dramatic expansion in recent years of career opportunities for Negroes was bound to have a generally salutary effect on levels of aspiration.

The question was raised as to whether personal and psychological problems of students should be considered in making selection decisions. The presidents and deans from the predominantly-Negro colleges generally tended to minimize the importance of such problems today. Their students, they said, are much better prepared than those of the past for adjustment to living in predominantly-white communities.

Performance, as measured by grades and tests, as well as faculty letters of recommendation should all be taken into account in the selection of students for post-baccalaureate education, according to President Jenkins (Morgan State College). Dean Branch (Tougaloo College) and Professor Pfautz (Brown University) recounted their experiences with five "post-baccalaureate scholars" from Tougaloo who are at Brown this year: they felt that detailed

evaluations by faculty members who knew the students intimately provided the most useful and reliable kinds of data.

It was agreed that candidates should be identified as early as possible. Dr. Schietinger (Southern Regional Education Board) suggested that recruitment efforts be restricted to undergraduate institutions near the top quality range, and Dr. McCagg (University of Pittsburgh) observed that universities with post-baccalaureate programs ought actively to recruit, instead of waiting for students to come to them.

Faculty members from smaller colleges (Dr. N. Edd Miller, University of Michigan) as well as persons who have been out of college and working for several years (Dr. Butler, U. S. Office of Education) might also be included as candidates for post-baccalaureate education.

SESSION III - STANDARDS, COUNSELING, AND INSTRUCTION

Suggestions for program content ranged from advocacy of almost exclusive concentration on major-subject courses, through programs of cultural

enrichment, to techniques of study, research, and concern for basic communication skills. Dr. Arlt (Council of Graduate Schools) observed that it was virtually useless to generalize on a program of instruction because a wide range of individual needs would be involved. Dean Branch (Tougaloo College) and Dr. Pfautz (Brown University) opted for clinically-tailored programs of instruction.

Dr. Duncan (University of Michigan) emphasized the need for training in such basic subjects as mathematics, English and on such basic skills as use of the library and the typewriter. Both Dr. Duncan and Dean Hartke (Columbia University) saw a need for orienting post-baccalaureate scholars to the attractions and methods of research. President Keeney, however, was more concerned with the production of teachers than researchers, and with deepening the candidates' general education.

President Nabrit (Texas Southern University) was among those who advocated making culturally-broadening courses an important part of

post-baccalaureate instruction. President Jenkins (Morgan State College) sided with those who believed that the typical post-baccalaureate student should be encouraged to stick closely to his major field, observing that "we can't make too much of a dent in his cultural deficiencies in the course of one year." Other participants, including Dean Hartke and Dr. Duncan suggested that cultural broadening might be effected through luncheons, seminars, and informal contacts with other students and faculty members.

Dr. Hodges (Ohio University) suggested that post-baccalaureate students might gain teaching experience in the Youth Training Centers that are planned under the anti-poverty program, but others felt that such an assignment would be too demanding. Dr. Agnew (Southern Association of Colleges and Schools) suggested that post-baccalaureate students be given the opportunity to observe instances of excellent undergraduate teaching without being enrolled in such courses and thereby being stigmatized.

It was generally agreed that the students would need a great deal of support and counseling in graduate school. Dean Hartke pointed to the need for an orientation program as soon as the students arrive. He based this recommendation on his experience with so-called "qualifying year" students at Columbia. Dr. McCagg, among others, felt that post-baccalaureate students should be defined as "special graduate students" and identified with the graduate schools and departments that accept them rather than with undergraduate colleges. Dr. Arlt proposed that in each department in which post-baccalaureate students are enrolled there would be a counselor for them other than the regular undergraduate or graduate advisors. He also urged that a tutorial staff of graduate students be available.

SESSION IV - LIAISON WITH GRADUATE SCHOOLS, ADMINISTRATION, AND FINANCING.

It was agreed that a workable program would require a good deal of cooperation from a large number of graduate schools throughout the country.

Dr. Arlt (Council of Graduate Schools) reported that the member institutions of the Council of Graduate Schools had already pledged themselves to cooperate with any recommendations that would serve to upgrade smaller and disadvantaged colleges and make it possible for more of their graduates to get into graduate schools. He noted that the "education" of graduate department chairmen would probably be "the most difficult task." In any case, graduate and professional schools will have to reserve some assistantships and fellowships and make adjustments beyond the normal deadlines and their regular administrative routines if the program is to work.

Both Dr. Arlt and Dr. Rosenhaupt advocated strongly that program administration be centered in one individual. The former proposed that there should be a single director (part- or full-time depending on the number of students involved) in every university having such a program; this individual should obtain monthly or even weekly reports on the progress of each student and serve as the liaison person "between his institution and

whatever continuing committee or organization" is set up for general administration of the program.

Dean Hartke and Dr. Pfautz, on the basis of their experience with post-baccalaureate programs at Columbia and Brown, said they had been able to obtain the cooperation of department chairmen when they gave them detailed explanations of the program and its objectives on a person-to-person basis.

Dr. Jackson (Carnegie Corporation) proposed establishment of a central organization that would seek the needed funds and cast the net wide enough to have a real impact. There would have to be some agreed-upon set of criteria for selection, and President Keeney noted the necessity of having some intermediary, administrative unit which would have the confidence of the graduate schools.

Finally, Dr. Butler (U.S. Office of Education) and Dr. Ianni (U. S. Office of Education) noted the need for administrators to familiarize themselves with funding opportunities in the various education acts recently passed by the Congress. The latter

mentioned "Demonstration" and "Small-Contract" grants in the Office of Education; the former suggested that a follow-up conference might be held to review the experience and the situation a year later.

Dr. Arlt estimated the administrative costs of a post-baccalaureate program at a given university would run between $20,000 and $25,000 a year. The particular status of post-baccalaureate students would have to be worked out at each institution.

9. APPENDIX C - INTERIM CONFERENCE COMMITTEE MEMBERS

Dean George W. Hartke, Jr., School of General Studies, Columbia University, Chairman.

Dr. Gustave O. Arlt, Council of Graduate Schools

Dr. William E. Cope, United Negro College Fund

President Martin Jenkins, Morgan State College

President Benjamin Mays, Morehouse College

Dr. N. Edd Miller, University of Michigan

Dr. Harold W. Pfautz, Brown University

This committee is charged with reviewing the results of the Conference and considering the need for a follow-up conference which would meet in Atlanta, Georgia, sometime in 1965.

10. APPENDIX D - CONFERENCE PROGRAM

POST-BACCALAUREATE CONFERENCE
August 21 and 22, 1964

BROWN UNIVERSITY
Providence, Rhode Island

Friday, August 21

7:30-8:30 a.m.	Breakfast
9:00-9:45 a.m.	Registration and Orientation
9:45 a.m.	Greetings: PRESIDENT BARNABY C. KEENEY DR. FRANCIS A. J. IANNI, U.S. Office of Education
10:00 a.m.-12 noon	Working Session on The Concept of Post-Baccalaureate Education: DR. HAROLD W. PFAUTZ, Moderator
10:45 a.m. BREAK	
12:15-1:15 p.m.	Lunch
1:30-3:00 p.m.	Working Session on Recruitment and Selection: DEAN ROBERT O. SCHULZE, Moderator
3:00-3:30 p.m. BREAK	
3:30-5:00 p.m.	Working Session on Standards, Counseling and Instruction: DEAN ROSEMARY PIERREL, Moderator
5:30 p.m.	Cocktails
6:30 p.m.	Dinner

Saturday, August 22

7:30-8:30 a.m.	Breakfast
9:30-11:30 a.m.	Working Session on Graduate School Liaison, Administration and Financing: DEAN R. BRUCE LINDSAY, Moderator
10:30 a.m. BREAK	
12 noon-2:00 p.m.	Lunch and Summation Session
	Closing Remarks: DR. BROADUS N. BUTLER, U. S. Office of Education